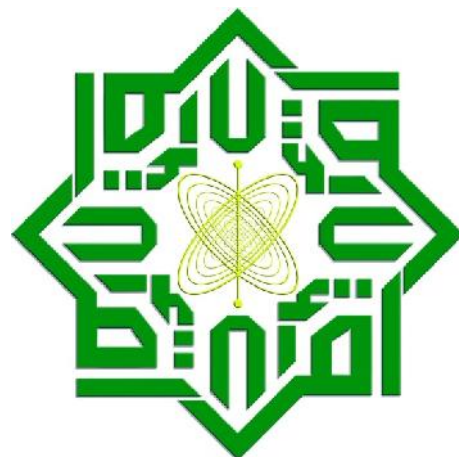


**THE EFFECTIVENESS OF USING LEARNING LOGS STRATEGY  
TOWARDSTUDENTS' ABILITY IN  
WRITING AN EXPOSITORY PARAGRAPH  
AT THE FIRST YEAR OF SMAN 1  
SELATPANJANGMERANTI  
REGENCY**



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Thesis

Submitted as a Partial Fulfillment of the Requirement  
for Getting Bachelor Degree of Education  
(S.Pd)



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## **ABSTRACT**

Agung Prasetyo Wibowo (2012) : “The Effectiveness of Using Learning Logs Strategy toward Students’ Ability in Writing an Expository Paragraph at the First Year of SMA N 1 Selatpanjang, Meranti Regency”

Senior High School 1 Selatpanjang, Meranti Regency is one of the schools that uses School Based Curriculum as a guidance in teaching and learning process. After doing preliminary research at this school, the researcher found that most of the students of the first year still had low ability in writing paragraph which was proven that they found difficulties in writing topic sentences, supporting ideas, and concluding sentence though they have learned about it. Thus, the researcher was interested in conducting the research entitled The Effectiveness of Using Learning Logs Strategy toward students’ ability in Writing an Expository Paragraph at the first year of SMA N 1 Selatpanjang, Meranti Regency.

The design of this research was a true-experimental research. The objective of this research was to find the significant difference of students’ ability in writing an expository paragraph which was taught by using conventional strategy and Learning Logs Strategy. The subject of this research was the first year students of SMA N 1 Selatpanjang, Meranti Regency. In this research, the researcher took two classes; an experimental and a control class from eight classes. It means that there were 47 students that become the sample from the whole total of students at the first year or first grade. To take the sample, the researcher used clustering sample randomly based on group. In collecting data, the researcher used a test and an observation list. In this research. The researcher analyzed the data manually by using t test formula.

Finally, the researcher found the mean score of students’ post test in control class was 65,5. Meanwhile the mean score of students’ post test score in the experimental class was 73,4. The result of t observed of significant difference between students’ writing expository paragraph which was taught by using Learning Logs Strategy and which was taught by using Conventional Strategy was 5,26. This result was higher than t table significant 5% (2,02) and 1% (2,69).  $H_0$  was rejected and  $H_a$  was accepted. It means that there was significant difference of students’ ability in writing an expository paragraph which was taught by using Conventional Strategy and which was taught by using Learning Logs Strategy.

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## CHAPTER I

### INTRODUCTION

#### A. Background of the Problem

Writing is a transcription of composing ideas: it is not the product of thought, but its actualization and dramatization<sup>1</sup>. It means that writing is not something easy to explore ideas because it needs to be composed in a medium such as a paper. Moreover it is not the product of the one who wants to state the ideas, but it refers to the actualization and dramatization. According to Kate Grenville<sup>2</sup> that writing sounds simple – start with an attention – grabbing first sentence and then move on to some really interesting stuff in the middle and then bring it all together up to the end. So, the main point which is given by Kate Grenville consists of three points those are to make attention – grabbing for the first sentence and then to move to interesting stuff in the middle afterwards to bring all together to the end. Therefore in writing, an interesting feeling to write should be appeared because it will make the writer feels easy to write.

In the reality, the pedagogical seems to be the priority than others. According to Gerd Rijlaarsdam that the action to improve the writing curriculum often focuses on the pedagogical techniques to make didactic and sequences more effective and another focus is to raise the

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<sup>1</sup>Jane B. Hughey. *Teaching ESL Composition: Principle and Techniques*. (Newbury House Publishers, Inc. Rowley, Massachusetts. 1983). p38

<sup>2</sup>Kate Grenville. *Writing from Start to Finish, a Six Step Guides*. (Allen and Unwin, Australia. 2001). p. v

students' interest in writing, assuming that increased interests lead to more involvement in learning<sup>3</sup>. So, as what the writer states above that interested feeling becomes one of the factors to support the ability in writing.

In addition, a shared body of knowledge and experience is essential to the writer's successful communication, and to the readers' understanding of a message<sup>4</sup>. This means that the students have to be able to communicate successfully the message about the knowledge and experience or the content of what he or she wants to state in a piece of paper. So, these are the things that have to be considered by a writer in writing.

In delivering the messages, the students have to comprehend the kind of paragraph that state about information or clarifying the process and this is included into expository paragraph. Expository Paragraph is to give information, explain why or how, clarify a process, or define a concept<sup>5</sup>.

In a paragraph, it can be as short as one sentence or as long as ten sentences, but the number of sentences is unimportant; however, the paragraph should be long enough to develop the main idea clearly<sup>6</sup>. In writing expository paragraph, the students at Senior High School particularly are confused to arrange and to connect information that the

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<sup>3</sup>Gerd Rijlaarsdam, et.al. *Effective Learning and Teaching of Writing, a Handbook of Writing in Education*. (Kluwer Academic Publisher, Boston. 2005). p 9

<sup>4</sup>Ibid. p. 14

<sup>5</sup>M. Syafi'i, Et.al. *The Effectiveness Paragraph Developments: The Process of Writing for Classroom Settings*. (Pekanbaru, Unpublished. 2007) p. 62

<sup>6</sup>Alice Oshima and Ann Hogue. *Writing Academic English*. (Addison Wesley Longman, New York. 1999). p. 16

students have to be good sentences and then it becomes a good expository paragraph. Hence, to write an expository paragraph seems difficult for the students of Senior and Junior High School.

At the school based curriculum (KTSP), writing is one of the skills that must be taught and learned by the students in the school. Particularly, students also study how to write many kinds of genres, and expository is one of the genres that the students have to master to write. According to the syllabus of first year of SMA N 1 Selatpanjang, Meranti Regency that one of the indicators mention that the students need to be able to write a descriptive paragraph, narrative paragraph, and expository paragraph.<sup>7</sup> Based on the preliminary research at the school, the teacher used a Old-fashioned Strategy in teaching writing and explaining the material about the paragraph. Ideally the students were able to comprehend the paragraphs, but the reality said conversely. The teacher still found some problems happening in writing several paragraphs, especially in expository paragraph. So that it can be itemized into the following phenomena:

1. Some of the students cannot arrange the information to be a good expository paragraph
2. Some of the students cannot choose appropriate topics in writing an expository paragraph
3. Some of the students cannot select appropriate vocabulary in writing expository paragraph

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<sup>7</sup>Syllabus of SMA N 1 Selatpanjang, First year 2011/2012, unpublished, 2011

4. Some of the students do not know how to select a topic sentence and supporting idea in writing expository paragraph

Several phenomena happened because the teacher used an inappropriate strategy in teaching English specially in writing skill. So, in improving a writing skill particularly in writing an expository paragraph, there must be an appropriate strategy that has to be used by the teacher in a classroom. In this research, the writer offered a strategy in teaching writing that so – called Learning Logs Strategy. Learning Logs Strategy is a strategy to help students focusing on what they are learning in their classes by writing their thought, reactions, and responses to class lectures, videos, or discussion and it is a written reflection of students' perception of what is being learned and how they are learning <sup>8</sup>. In this case, learning logs strategy is effective for the students in writing expository paragraph because it records the ideas of what they have already known. Therefore, the writer is interested in conducting a research entitled **“The Effectiveness of Using Learning Logs Strategy towards Students' Ability in writing an Expository Paragraph at First Year of SMA N 1 Selatpanjang, Meranti Regency”**.

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<sup>8</sup>Regina Risi et.al . *Strategy for Success*. 2002. p 41

## B. Definition

The title of this research is the effectiveness of using Learning Logs Strategy towards students' ability in writing an expository paragraph at the first year of SMA N 1 Selatpanjang, Meranti Regency. It needs to describe the definition of several terms to avoid misunderstanding and misinterpretation which is used in this research as follows:

1. Learning Logs Strategy :  
Learning Logs is a strategy to help students focus on what they are learning in their classes by writing their thoughts, reactions, and responses to class lectures, videos, or discussion.<sup>9</sup>
2. Writing : Writing is a transcription of composing ideas: it is not the product of thought, but its actualization and dramatization<sup>10</sup>.
3. Expository Paragraph : Expository Paragraph is to give information,

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<sup>9</sup>Regina Risi et.al . *Strategy for Success*. 2002. p 41

<sup>10</sup>Jane B. Hughey. *Teaching ESL Composition: Principle and Techniques*. (Newbury House Publishers, Inc. Rowley, Massachusetts. 1983). p38

explain why or how, clarify a process, or define a concept<sup>11</sup>.

So, the conclusion is Learning Logs Strategy is the way for students to improve writing ability to explore ideas and to deliver the messages in expository paragraph form, and expository paragraph is paragraph that has the purpose to give information, a process, to define a concept and to explain why or how to the readers.

## **C. The Problems**

### **1. Identification of the Problems**

According to the background of the problems and several phenomena, the writer can identify the problems as follows:

1. Some of the students cannot arrange the information to be a good expository paragraph
2. Some of the students cannot choose appropriate topics in writing an expository paragraph
3. Some of the students cannot select appropriate vocabulary in writing expository paragraph
4. Some of the students do not know how to select a topic sentence and supporting idea in writing expository paragraph

### **2. Limitation of the Problems**

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<sup>11</sup>M. Syafi'i, Et.al. *The Effectiveness Paragraph Developments: The Process of Writing for Classroom Settings*. (Pekanbaru, Unpublished. 2007) p. 62



To avoid misunderstanding in this research, the writer limited the problems which were focused on the effectiveness of using Learning Logs Strategy towards students' ability in writing an expository paragraph at First Year of SMA N 1 Selatpanjang, Meranti Regency.

### **3. Formulation of the problems**

According to the limitation of the problems, the writer formulated the problems as follows:

1. How is the students' ability after being taught by using conventional strategy in writing an expository paragraph?
2. How is the students' ability after being taught by using Learning Logs Strategy in writing an expository paragraph?
3. Is there any significant difference ability of students in writing expository paragraph between the students who were taught by using Learning Logs Strategy and those who were taught without Learning Logs Strategy?

## **D. Objective and Significance of the Research**

### **1. Objective of the Research**

- a. To describe the students' ability in writing an expository paragraph after being taught by using conventional Strategy.
- b. To describe the students' ability in writing an expository paragraph after being taught by using Learning Logs Strategy.

- c. To describe the difference of students' ability in writing an expository paragraph which is taught by Using Conventional Strategy and which is taught by using Learning Logs Strategy.

## **2. Significance of the Study**

- a. The research has the purpose to recommend Learning Logs Strategy to be used in teaching and learning process, particularly in writing.
- b. The research has the purpose to be used by the students to improve their ability in writing an expository paragraph.
- c. The research has the purpose to be used by the reader to get information about Learning Logs Strategy.
- d. The research has the purpose to give a contribution in educational field, particularly in writing.



## CHAPTER II

### THE REVIEW OF RELATED LITERATURE

#### A. Theoretical Framework

##### 1. Teaching Writing Strategy

In teaching writing, the teacher can focus on the product of the writing or the process of writing itself.<sup>1</sup> In concerning the product of writing, it seems that the writer is only interested in the aim of task and the end of the task. Meanwhile, if the focus on the process of writing, it means that the teacher will be together with the students in the process of pre-writing phase, editing, redrafting, and finally in publishing the students' product, it will be an approach process to get to the heart of the various skills that should be employed when writing. Ron white and Valerie Arndt are keen to stress that writing is re-writing, that re-vision – seeing with new eyes – has a central role to play in the act of creating text. In their model, process of writing is an interrelated set of recursive stages which includes:

- a. Drafting
- b. Structuring (ordering information, experimenting with arrangements, etc)

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<sup>1</sup>Jeremy, Harmer. *The Practice of English Language Teaching*. (Longman, Cambridge UK). p. 257

- c. Reviewing (checking context, connections, assessing impact, editing)
- d. Focusing (that is making sure you are getting the message across you want to get across)
- e. Generating ideas and evaluation (assessing the draft and/or subsequent draft)

One of the advantages to get the students concentrate to the process of writing is that it takes time: time to brainstorm ideas or to collect them in some other ways, time to draft a piece of writing and then, with teachers help to see whether it has been a good result or not.

Teaching writing strategy can be various and it will influence toward the ability of students in writing several kinds of paragraph, text, essay, and so forth. There are many kinds of strategy that can be used in teaching writing. Mostly teachers use conventional method. Based on phenomena happening in the field, conventional method is general method which is used by teacher by explaining the material, there is asking and answering session, afterwards the students are begged to do the task. This strategy usually make students feel bored and cannot comprehend the material. Therefore, the researcher recommend one of strategies that is called Learning Logs Strategy.

## 2. Learning Logs Strategy

### a. Definition of Learning Logs

Learning logs is a strategy to help students focusing on what they are learning in their classes by writing their thought, reactions, and responses to class lectures, videos, or discussion and it is a written reflection of students' perception of what is being learned and how they are learning<sup>2</sup>. Writing a learning logs is an excellent way to help the students use writing as a process of discovery and to clarify ideas. Saskatoon Public School has implemented Learning Logs Strategy that Learning Logs strategy has the most valuable result that the students learn to write, they also learn to recognize their own and other's good work<sup>3</sup>. So, Learning Logs Strategy is one of effective way to improve students ability in writing.

### b. The goals of the Learning Logs include the following<sup>4</sup>:

- 1) To increase students' awareness of their own learning processes
- 2) To identify gaps in students' learning

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<sup>2</sup>Regina Risi et.al . *Strategy for Success*. 2002. p 41

<sup>3</sup> <http://olc.spsd.sk.ca/de/pd/instr/strats/logs/>

<sup>4</sup>Regina Risi et.al. Loc.cit

- 3) To explore relationships between prior knowledge and present learning
- 4) To promote student writing
- 5) To provide a way for students to reflect on their own learning

c. Procedures of Learning Logs Strategy

In Learning Logs, students are asked either to take what they have been learning in the class and reflecting on it or relating something out of class to what they have been learning in class. When they make personal connections with the subject matter, meaningful learning will occur. The format and procedures for learning logs remain the same in each grade level. The procedures of Learning logs as follows:

- 1) Begin by requesting students to use a special notebook or binder for learning log entries. Students should be encouraged to personalize their logs by decorating the cover on in some other way to distinguish it as unique.
- 2) Share examples of learning log entries the teacher has written to serve as models for students. Use examples to explain the process and your expectations for entries.

- 3) Give students prompts for short content – focused writing and allow them to practice writing entries, discussing strengths and areas needing further development. For example, at the start of class the teacher might ask students to predict what will be covered in the next chapter, or at the conclusion of class have students write a reflection of what was learned in that day's lesson.

**Sample Learning Log Prompt and Entry**

**Teacher Prompt:** in your own words, tell what you have learned about the human brain from today's reading and activities.

**Students Log Entry:** I learned that the brain has a right and left half that are called cerebral hemispheres, but really the brain has four main parts – the cerebrum, the pons, the cerebellum, and the medulla oblongata. I also learned that when the arteries in the brain become blocked it can cause strokes. The brain doesn't get enough oxygen and is damaged.

- 4) Regularly, if not daily, prompt students to write in their learning logs. Log entries should be dated and include the prompt. A time limit for writing should be set, and students should be allowed to share their entries with a partner or the class for feedback and comments.
- 5) Consider ways in which Learning Logs can be evaluated. Since Log writing is typically short in length, written within a limited amount of time, and does not require much if any based on a weekly collection and check of the logs.



The example of Learning Logs can be seen as follows:

**Direction:** Please fill out this learning log based on what you learned in class today.

WHAT I DID	HOW I WORKED AND HOW I LEARNED	WHAT I LEARNED

Log entries are made by the teacher. The topics of the paragraph is determined by the teachers and there must be some statements or questions that relate to the the topics in which it is available in the Log Entries that the students have to state. After finishing giving some explanation in the logs, the students are begged to arrange the information that they state in the logs in a good paragraph.

Learning Logs are applicable to be used in Indonesia because it is one of the strategies that need to be done in the research as what Subyantoro state on its journal that Learning Logs are something such as a notebook that the students make and it is one of the strategies which is required to the researcher to use it.<sup>5</sup> So, learning logs is a strategy to improve writing ability for the students.

### **3. Writing**

Most people have certain ways to convey and deliver their messages in communication. One of the ways in communication is through writing. According to jane B. Hughey et.al that writing is a transcription of composing ideas; it is not the product of thought, but its actualization and dramatiztion<sup>6</sup>. It means that through writing, the one can explore his/her mind with the medium such as paper, computer, notebook, mobile, social network, and so forth. There is no

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<sup>5</sup>Subyantoro,*Pelaksanaan dan Pelaporan Penelitian Tindakan Kelas/Sekolah*.

<sup>6</sup>Jane B. Hughey. Ibid. p. 38

the production of thought that the one makes, but it is truly the one makes it in actualization and dramatization. In the point of view of Peter Elbow<sup>7</sup> that writing calls on two skill that are so different that they usually conflict with each others: creating and criticizing. It can be concluded that there are two main points of writing skills that have problems such as creating and criticizing. Creating means that creates words and ideas that have to be taken out of ourselves, even criticizing means that the ability to criticize them into which one to be used. Therefore, writing is the ability to explore the ideas that saved in mind and how to criticize and to choose which ones to be used.

There are several kinds of writing according to Kate Granville<sup>8</sup> as follows:

a. Writing to entertain

Writing to entertain means that in general it takes the creativity of the writer to state his/her ideas. It must not make the reader laugh, but on how this can engage the feeling of readers feel in some way.

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<sup>7</sup>Peter Elbow, *Writing with Power, Techniques for Mastering the Writing Process*. (Oxford University Press, New York. 1998). p. 7

<sup>8</sup>Kate Grenville. *Writing from Start to Finish, a Six Step Guides*. (Allen and Unwin, Australia. 2001). p. 1

b. Writing to inform

Writing to inform means that on how that the writer tell something to the reader. It is such as newspaper, magazine, and etc.

c. Writing to persuade

Writing to persuade might include opinion, but it needs the references of what the opinion stated. In writing to persuade, it is not a must to make things up.

In the process of writing, sometimes it is easier if the writers do it after two writing sessions and compare what happened in the two<sup>9</sup>. In this case, in the process of writing, the writer has to make many revisions to see the improvement from the 1st and the 2nd result.

Therefore, writing is a process of composing ideas which have any purposes such as, writing to entertain, writing to inform, and writing to persuade and the process is easier if the writer do it in several times to find out the improvement of writing itself.

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<sup>9</sup>Peter Elbow and Pat Belanoff. *A Community of Writers, A Workshop Course in Writing*. (Mc GrawHill Companies, New York. 2000). p. 10

#### 4. Writing Ability

Ability in writing is a must for the students wanting to have a good in writing. Writing skill<sup>10</sup> is students possesssing a positive attitude have the first basic tool to develop their writing skill. There are two components of writing skills as follows:

- a. Students need a degree of control of the language.

Students need a degree of control of the language means that the students as the beginner of writing need to gain their control of the sentence like the structure of the sentences, the way to formulate clear sentence. Beside control the sentence, the students also need to gain their control in subject. The students have to be able to know who is speaking, to whom they write, and under what condition.

- b. Students need reading skills.

Reading is the skill that needed by the writer because reading is a 'mirror image' to writing. In gathering information, collecting data, and so forth, but the most important thing is, the students read their own writing to strengthen, evaluate, and perfect it.

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<sup>10</sup>Jane B. Hughey. *Teaching ESL Composition: Principle and Techniques*. (Newbury House Publishers, Inc. Rowley, Massachusetts. 1983). p. 51

## 5. Writing Assessment

According to Jane<sup>11</sup> that there are five components of assessing the score of writing ability: Content, Organization, Vocabulary, Language Use, and Mechanics.

### 1. Content

30 – 27, refers to Excellent to Very Good: knowledgeable, substantive, thorough development of thesis, relevant to assigned topic.

26 – 22, refers to Good to Average: some knowledgeable of subject, adequate range, limited development of thesis, mostly relevant to topic, but lacks detail.

21 – 17, refers to Fair to Poor: limited knowledge of subject, little substance, inadequate development of topic.

16 – 13, refers to Very Poor: does not show knowledge of subject, non – substantive, not pertinent Or not enough to evaluate.

### 2. Organization

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<sup>11</sup>Jane B. Hughey.Op.cit. p. 51

20 – 18, refers to Excellent to Very Good: fluent expression, ideas clearly stated / supported, succinct, well – organised, logical sequencing, cohesive.

17 – 14, refers to Good to Average: somewhat choppy, loosely organized but main ideas stand out, limited support, logical but incomplete sequencing.

13 – 10, refers to Fair to Poor: non – fluent, ideas confused or disconnected, lacks logical sequencing and development.

9 – 7, refers to Very Poor: does not communicate, no organization, Or not enough to evaluate.

### 3. Vocabulary

20 – 18, refers to Excellent to Very Good: sophisticated range, effective word / idiom choice and usage, word form mastery, appropriate register.

17 – 14, refers to Good to Average: adequate range, occasional errors of word / idiom form, choice, usage but meaning not obscured.

13 – 10, refers to fair to poor: limited range, frequent errors of word / idiom form, choice, usage, meaning confused or obscured.

9 – 7, refers to Very Poor: essentially translation, little knowledge of English vocabulary, idioms, word form, Or not enough to evaluate.

#### 4. Language Use

25 – 22, refers to Excellent to Very Good: effective complex construction, few errors of agreement, tense, number, word order / function, articles, pronouns, prepositions.

21 – 18, refers to Good to Average: effective but simple constructions, minor problems in complex construction, several errors of agreement, tense, number, word order / function, articles, pronouns, preposition but meaning seldom obscured.

17 – 11, refers to Fair to Poor: major problems in simple / complex constructions, frequent errors of negation, agreement, tense, number, word order / function, articles, pronouns, prepositions and / or fragments, run – ons, deletions, meaning confused or obscured.



10 – 5, refers to Very Poor: virtually no mastery of sentence construction rules, dominated by errors, does not communicate, Or not enough to evaluate.

## 5. Mechanics

5, refers to Excellent to Very Good: Demonstrates mastery of conventions, few errors of spelling, punctuation, capitalization, paragraphing.

4, refers to Good to Average: occasional errors of spelling, punctuation, capitalization, paragraphing but meaning not obscured.

3, refers to Fair to Poor: frequent errors of spelling, punctuation, capitalization, paragraphing, poor handwriting, meaning confused or obscured.

2, refers to very poor: no mastery of conventions, dominated by errors of spelling, punctuation, capitalization, paragraphing, handwriting illegible, Or not enough to evaluate.

So, the result will be evaluated through the five components above and the total of this score is 100. The way to account the score is by taking one score that is included to the

criteria for instance; the student F in the content gets 25, in the Organization gets 15, in the vocabulary gets 15, in the Language use gets 20, and in the mechanics gets 4, then the total is 79.

## **6. Writing Expository Paragraph**

In comprehending a paragraph, the writer has to know about the component of paragraph itself. Paragraph Development is to begin with a general statement and then support the statement with a number of sentences giving particular details or additional information<sup>12</sup>. It means that in a good paragraph, there must be a general statement or topic sentence. In a topic sentence, there must be controlling idea that control the ideas that will be composed. Paragraphs are controlled by ideas, not word count<sup>13</sup>, so particular details / additional information or in other words it's called supporting ideas. Supporting ideas describe the information that support controlling idea in a topic sentence. So that, what is talking in a paragraph is controlled. In addition, at the end of paragraph, there must be a concluding sentence signals the end of the paragraph and leaves the reader with important points to remember<sup>14</sup>. This has function to close paragraph and it can be as general as the topic sentence.

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<sup>12</sup>George E Wishon and Julia M. Burks. *Let's Write English*. (Litton Educational Publishing. Inc. 1980). p. 65

<sup>13</sup>Donald Pharr and Santi V. Buscemi. *Writing Today*. (Mc Graw Hill Publisher Companies, New York. 2005). p. 194

<sup>14</sup>Alice Oshima and Ann Hogue. *Writing Academic English*. (Addison Wesley Longman, New York 1999). p. 18

There are many kinds of genres that can be studied at Senior High School, One of the genres is Expository Paragraph. According to syafi'i, Expository Paragraph is to give information, explain why or how, clarify a process, or define a concept<sup>15</sup>. To give information is to share something that is needed by readers or others. Meanwhile to explain why or how, it indicates to a reason and the manner of something and so is clarifying a process and defining a concept. The example of expository paragraph can be seen as follows:

#### My Favourite

I have two favourite flowers. These flowers are pensies and petunias. My first favourite flower is pensy. I specially like pensies because they give me color through the winter months when everything else is drab. My second favourite flower is petunia. In summer, petunias weather the hot, dry months well and keep me in color until the killing frost. With pensies and petunias, i have color all year long.

Expoisitory Paragraph is needed by students because most of the reading sources will be in expoisitory material such as, newspaper, magazine, and so forth. In addition,the most common expository text

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<sup>15</sup>M. Syafi'i, Et.al. *The Effectiveness Paragraph Developments: The Process of Writing for Classroom Settings*. (Pekanbaru, Unpublished. 2007) p. 62

structures include description, enumerative or listing, sequence, comparison and contrast, cause and effect and problem and solution<sup>16</sup>

## **B. The Relevant of Research**

In avoiding the use of the same title in the research, the writers takes one relevant research from the previous research from the same major, English Education Deaprtment of UIN SUSKA Riau which is conducted by Bambang Febri entitled “*Students’ ability in Using Subject – Verb Agreement in writing simple descriptive paragraphs at the second year of SMA N 2 Singingi, Kuantan Singingi*”. He indicated that students’ ability in using Subject – verb agreement in writing descroptive paragraph was raised significantly. In this research, it has difference with the research the writer conducts, because the writer uses Learning Logs strategy in writing an expository paragraph and the writer wants to find whether there is effect of Learning Logs Strategy toward students’ ability in writing expository paragraph or not.

## **C. Opertional Concept**

Operational concept is the concept used to give an explanation about theoretical framework to avoid misunderstanding to words of the research. There are two variables which are used in this research. The

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<sup>16</sup><http://www.campusschool.dsu.edu/lofti/primary.htm>

first, is Learning Logs strategy which refers to the teacher's strategy in teaching writing. The second is students' ability in writing an expository paragraph. So, Learning Logs Strategy is an independent variable and students' ability in writing expository paragraph is a dependent variable. The indicators are the values and strategies applied in the implementation of various method or strategy. The indicators are:

1. The use of Learning Logs Strategy as the independent variable, symbolized by "X"
  - a. The teacher asks the students to use a special notebook or binder for learning logs entries.
  - b. The teacher shares examples of learning log entries about what the teacher has written to serve as models for students.
  - c. Give the students the prompts for short content-focused writing and allow them to practice writing entries.
  - d. Do it regularly, daily and weekly. And then make it in one paragraph.
  - e. Consider ways in which Learning Logs can be evaluated. Since log writing is typically short in length, written within a limited amount of time, and does not require

much if any based on a weekly collection and check of the logs.

2. Students' ability in writing an expository paragraph, symbolized by "Y"

- a. The students are able to give information in English with the correct grammar in expository paragraph.
- b. The students are able to explain a subject in expository paragraph.
- c. The students are able to give directions in expository paragraph.
- d. The students are able to show how to do something in expository paragraph.
- e. The students know the component of paragraph, such as topic sentence, controlling idea, supporting idea, and concluding sentence in making expository paragraph.

## **D. Assumption and Hypothesis**

### **1. Assumption**

The writer assumes that (1) students' ability in writing an expository is various, and (2) Students' writing ability is influenced by many factors.

### **2. Hypothesis**

$H_0$  : There is no significant difference ability of students in writing an expository paragraph by using Learning Logs Strategy at the first year of SMA N 1 Meranti Island Regency

$H_a$  : There is significant difference ability of students in writing an expository paragraph by using Learning Logs Strategy at the first year of SMA N 1 Meranti Island Regency

## CHAPTER III

### RESEARCH METHODOLOGY

#### A. Research Design

In this research, the kind of research that the writer used is an experimental research. The experimental research is used when the writer wants to establish possible cause and effect between independent and dependent variables, besides it can be used when there are two or more groups to study<sup>1</sup>. So, as what happened in the field, the researcher took samples from 10th grades of Senior High School 1 Selatpanjang that consists of 8 classes. Therefore, experimental research was used by the researcher. The samples studied the same material as well. Besides, the research design is True-experimental research design as the branch of Experimental Research. True experiment, it randomly assigns participants to different condition of the experimental variable, individuals in experimental group receive the experimental treatment, whereas those in the control group do not.<sup>2</sup>

In conducting the research, two classes of first year of State Senior High School 1 Meranti Regency are participated. And the process of research was not in the Learning Process, the researcher

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<sup>1</sup>Creswell, W. John. *Educational Research: Planning, conducting, and Evaluating Quantitative and Qualitative Research*. New Jersey: Merrill Prantice Hall. 2008, p. 299

<sup>2</sup>Ibid. p. 313



used his own lesson plans in doing the research. The classes\ get post test at the end of the research. The result of the test is analyzed by using statement to know whether there is a significant difference of the strategy of the writer uses or not. This design involves a single group that is post test and the success of this research is determined by post test.

#### **B. Location and time of the Research**

The research was conducted at State Senior High School 1 Selatpanjang, Meranti Regency. It was done for three weeks starting from the beginning of May 2012.

#### **C. The Subject and Object of the Research**

The subject of the research was the first year of State Senior High School 1 Selatpanjang, Meranti Island Regency, while the object was the effectiveness of Using Learning Logs Strategy toward students' ability in writing an Expository Paragraph.

#### **D. The Population and Sample of the Research**

The population of this research was the first year students of State Senior High School 1 Selatpanjang, Meranti Island Regency in 2011/2012 academic years. There are eight classes. There is one excellent class in which the students are selected through a certain method to create the excellent class.

It seems that the population above is quite large to be taken as a sample in the research. Based on the limitation of the research, the writer takes two classes, those are X2 as the experimental class and X5 as the control class after doing cluster sampling randomly. Cluster sampling randomly selects groups, not individual and all the members of the selected group have similar characteristics.<sup>3</sup> So, the researcher takes two groups of students that can be taken as samples in the research, those are X2 and X5

There are eight classes at the tenth grade: X1, X2, X3, X4, X5, X6, X7, and X8. There is only one excellent class at the school for each level. At the tenth grade level, X1 is the excellent class, so the researcher does not take it as the sample and the class is not homogenous like other class because the students study at this class only for those who have high and good Intelligence. Therefore X2 until X8 are homogenous classes, because the students have the same intelligence.

Because there are seven classes that the researcher has to choose, randomly, the writer chooses X2 and X5 as the samples in the research. X2 is an experimental class and X5 is a control class. X2 consists of 23 students, and X5 consists of 24 students. So, the total of sample is 47 students.

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<sup>3</sup>L.R. Gay and Peter Airasian, *Educational Research Competencies for Analysis and Application*. (New Jersey: Prentice Hall, 2000), p. 129

## E. Technique of Collecting Data

In collecting the data, the researcher used a writing test as the instruments.

### 1. Writing Test

Testing as many people know is the way to evaluate the result of something. The test is used to measure whether there is or no and how well the ability of the object of research (students).<sup>4</sup> In the research, the researcher uses two kinds of pre test and post test. Pre test was taken before doing the treatment and post test was done after the treatment.

There are five components such as: Content, Organization, Vocabulary, Language Use, and Mechanics<sup>5</sup> in assessing the score of writing ability as follows:

#### 1. Content

30 – 27, refers to Excellent to Very Good: knowledgeable, substantive, thorough development of thesis, relevant to assigned topic.

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<sup>4</sup>Suharsimi Arikunto. *Prosedur Penelitian*. (PT Rineka Cipta, Jakarta 2006). p. 223

<sup>5</sup>Jane B. Hughey. *Teaching ESL Composition: Principle and Techniques*. (Newbury House Publishers, Inc. Rowley, Massachusetts. 1983). p. 51

26 – 22, refers to Good to Average: some knowledgeable of subject, adequate range, limited development of thesis, mostly relevant to topic, but lacks detail.

21 – 17, refers to Fair to Poor: limited knowledge of subject, little substance, inadequate development of topic.

16 – 13, refers to Very Poor: does not show knowledge of subject, non – substantive, not pertinent Or not enough to evaluate.

## 2. Organization

20 – 18, refers to Excellent to Very Good: fluent expression, ideas clearly stated / supported, succinct, well – organised, logical sequencing, cohesive.

17 – 14, refers to Good to Average: somewhat choppy, loosely organized but main ideas stand out, limited support, logical but incomplete sequencing.

13 – 10, refers to Fair to Poor: non – fluent, ideas confused or disconnected, lacks logical sequencing and development.

9 – 7, refers to Very Poor: does not communicate, no organization, Or not enough to evaluate.

### 3. Vocabulary

20 – 18, refers to Excellent to Very Good: sophisticated range, effective word / idiom choice and usage, word form mastery, appropriate register.

17 – 14, refers to Good to Average: adequate range, occasional errors of word / idiom form, choice, usage but meaning not obscured.

13 – 10, refers to fair to poor: limited range, frequent errors of word / idiom form, choice, usage, meaning confused or obscured.

9 – 7, refers to Very Poor: essentially translation, little knowledge of English vocabulary, idioms, word form, Or not enough to evaluate.

### 4. Language Use

25 – 22, refers to Excellent to Very Good: effective complex construction, few errors of agreement, tense, number, word order / function, articles, pronouns, prepositions.

21 – 18, refers to Good to Average: effective but simple constructions, minor problems in complex construction, several errors of agreement, tense, number, word order / function, articles, pronouns, preposition but meaning seldom obscured.

17 – 11, refers to Fair to Poor: major problems in simple / complex constructions, frequent errors of negation, agreement, tense, number, word order / function, articles, pronouns, prepositions and / or fragments, run – ons, deletions, meaning confused or obscured.

10 – 5, refers to Very Poor: virtually no mastery of sentence construction rules, dominated by errors, does not communicate, Or not enough to evaluate.

## 5. Mechanics

5, refers to Excellent to Very Good: Demonstrates mastery of conventions, few errors of spelling, punctuation, capitalization, paragraphing.

4, refers to Good to Average: occasional errors of spelling, punctuation, capitalization, paragraphing but meaning not obscured.

- 3, refers to Fair to Poor: frequent errors of spelling, punctuation, capitalization, paragraphing, poor handwriting, meaning confused or obscured.
- 2, refers to very poor: no mastery of conventions, dominated by errors of spelling, punctuation, capitalization, paragraphing, handwriting illegible, Or not enough to evaluate.

## F. The Technique of Data Analysis

In analyzing the students' ability in writing an expository paragraph, the researcher used the minimum standard score of English Subject in the school the researcher did the research. It is 65 for students' writing ability. It means that if the students cannot reach the standard, they can not pass the score. Technique of data analysis used in this research is t-test formula<sup>6</sup> as follows:

$$t_o = \frac{M_x - M_y}{\sqrt{\left(\frac{SD_x}{\sqrt{N-1}}\right)^2 + \left(\frac{SD_y}{\sqrt{N-1}}\right)^2}}$$

$t_o$  = the value of t – obtained

$M_x$  = the mean score of experimental class

$M_y$  = the mean score of control class

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<sup>6</sup>Hartono, *Statistik untuk Penelitian*. (Jogjakarta: Pustaka Pelajar, 2008).  
p. 206

$SD_x$  = standard deviation of experimental class

$SD_y$  = standard deviation of control class

$N$  = the number of students

The  $t$  – table has the function to see if there is a significant difference among the mean of score of both experimental and control group. The  $t$  – obtained value is consulted with the value of  $t$  – table at the degree of freedom  $(df) = (N_1 + N_2) - 2$  which is statistically hypothesis:

$H_a : t_o > t - \text{table}$

$H_o : t_o < t - \text{table}$

$H_a$  is accepted if  $t_o > t - \text{table}$  or there is a significant difference of using Learning Logs Strategy towards students ability in writing an expository paragraph. And  $H_o$  is accepted if  $t_o < t - \text{table}$  or there is no significant difference of using Learning Logs Strategy towards students' ability in writing an Expository paragraph.

#### **G. Reliability and Validity of the Test**

According to Gay, he states that reliability tells about the consistency of the scores produced and it is expressed numerically, usually as a reliability coefficient, which is obtained by using



correlation, the high reliability coefficient indicates high reliability<sup>7</sup>.

So, the concept of reliability shows us that the high result of reliability means that the test can be trustworthiness.

In this case, the researcher uses inter rater reliability to know the reliability of the writing test because the researcher takes two raters to check the result of students' writing test.

To know the correlation between two raters , the researcher uses product moment formula because it describes if the correlated variable data have no any variances<sup>8</sup>. The formula is:

$$r_{xy} = \frac{N \sum XY - (\sum X)(\sum Y)}{\sqrt{[N \sum X^2 - (\sum X)^2] [N \sum Y^2 - (\sum Y)^2]}}$$

For the coefficient of product moment correlation is compared through the degree of freedom (df) as follows:

$$df = N - nr$$

N = Number of cases

Nr = total variable correlated

Statiscally, the hypotheses are:

$$H_0 : r_o < r_t$$

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<sup>7</sup>L.R. Gay and Peter Airasian, op cit, p. 170

<sup>8</sup>Hartono, op cit, p.79

$$H_a : r_o > r_t$$

$H_o$  is accepted if  $r_o < r_t$  or there is no significant correlation between score of rater 1 and score of rater 2.

$H_a$  is accepted if  $r_o > r_t$  or there is significant correlation between score of rater 1 and score of rater 2.

The following is the table that describes the scores of post test in experimental class between score of rater 1 and rater 2.

**Table III. 1**

**The Post tes score of Experimental Class between rater 1 and rater 2**

No.	X	Y	XY	X <sup>2</sup>	Y <sup>2</sup>
1	91	97	8827	8281	9409
2	65	69	4485	4225	4761
3	69	77	5313	4761	5929
4	72	80	5760	5184	6400
5	75	83	6225	5625	6889
6	48	57	2736	2304	3249
7	65	72	4680	4225	5184
8	63	73	4599	3969	5329
9	68	77	5236	4624	5929
10	76	85	6460	5776	7225
11	60	67	4020	3600	4489
12	66	70	4620	4356	4900
13	58	63	3654	3364	3969
14	78	67	5226	6084	4489
15	67	78	5226	4489	6084
16	51	67	3417	2601	4489
17	50	67	3350	2500	4489
18	67	77	5159	4489	5929
19	55	65	3575	3025	4225
20	70	85	5950	4900	7225
21	72	80	5760	5184	6400

21	78	85	6630	6084	7225
23	80	90	7200	6400	8100
<b>N = 23</b>	<b>X = 1544</b>	<b>Y = 1731</b>	<b>XY = 118108</b>	<b>X<sup>2</sup> = 106050</b>	<b>Y<sup>2</sup> = 132317</b>

$$r_{xy} = \frac{N \sum XY - (\sum X)(\sum Y)}{\sqrt{[N \sum X^2 - (\sum X)^2] [N \sum Y^2 - (\sum Y)^2]}}$$

$$r_{xy} = \frac{(23 \cdot 118.1080) - (1544)(1731)}{\sqrt{[23 \cdot 106.050 - (1544)^2] [23 \cdot 132.3172 - (1731)^2]}}$$

$$r_{xy} = \frac{2.716.484 - 2.672.664}{\sqrt{[2.439.150 - 2.383.936] [3.043.291 - 2.996.361]}}$$

$$r_{xy} = \frac{43.820}{\sqrt{[55.214 \cdot 46.930]}}$$

$$r_{xy} = \sqrt{\frac{43.820}{2.591.193.020}}$$

$$r_{xy} = \frac{43.820}{50.903,8}$$

$$r_{xy} = 0,861$$

The result of the product moment ( $r_o$ ) formula which is compared between rater 1 and rater 2 is 0,861. In comparing with ( $r_t$ ), the researcher has to obtain the degree of freedom (df) as follows:

$$df = N - nr$$

$$= 23 - 2$$

$$= 21$$

After getting the result of degree of freedom, the coefficient of correlation of product moment is compared with r table either at 5% and 1%. After checking at r table, 21 is not available. Therefore, the researcher takes df 24 as the nearest. At the level 5%,  $r_t$  is 0,388 and at the level 1%,  $r_t$  is 0,496. Based on r table, it can be analyzed that  $r_o > r_t$  either at level 5% and 1%. In other words,  $0,388 < 0,861 > 0,496$ . So, it can be concluded that there is significant correlation between score of rater 1 and rater 2 and the test is reliable.

Validity means that the most important characteristics of a test and it is concerned with the appropriateness of the interpretations made from test scores.<sup>9</sup> In this case, the researcher takes Validity content because Validity content means if it constitutes a representative sample of the language skills, structure,

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<sup>9</sup>L.R. Gay and Peter Airasian, Op cit, p.161

and etc. with which it is meant to be concerned<sup>10</sup>. It has purpose to examine whether the test is a good representation of the material that need to be tested. On the other words, the test is a good reflection of what material that has been taught and of what knowledge which the writer wants the sample to know. The test had fulfilled the validity content because the material of the test had been taught at the first year student of Senior High School 1 Selatpanjang, Meranti Regency.

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<sup>10</sup>Arthur Hughes. *Testing for Language Teachers*. (Cambridge University Press, UK. 2003). p. 26

## **CHAPTER IV**

### **THE PRESENTATION OF THE DATA ANALYSIS**

#### **A. The Description of the Data**

The goal of this research are to know how was the students' ability after being taught by using conventional strategy in writing an expository paragraph, to know how was the students' ability after being taught by using Learning Logs Strategy in writing an expository paragraph, and to obtain whether there was a significant difference of students' ability in writing an expository paragraph between the students who were taught by using Learning Logs Strategy and those who were taught without Learning Logs Strategy. The data of this research were taken from test, post test.

The data were the students' scores of post test for both of the classes: an experimental and a control class. Pre test was done for both of the samples in those two classes. The scores of pre test showed that both of the classes had no different score significantly. It means that, both of their writing ability was homogenous.

In the experimental class, in which the researcher had already taught the samples by using Learning Logs Strategy, meanwhile in the control class, the researcher had only taught by using conventional strategy. Post tests were given to both of the classes after doing the treatment. And the results were evaluated by two raters.

## **B. Data Presentation**

The data which were taken by the researcher using from the post test only. The post test was collected to be evaluated by two raters.

### **1. Data of The Test**

#### **a. Students' writing score on pre test**

##### **1) Control Class**

Students' writing expository paragraph in control class before giving conventional technique can be seen as the following table.

**Table IV. 2**

**The students' Pre test Score in Control class**

Student	Rater 1	Rater II	Final Score
S1	52	48	50
S2	51	62	56,5
S3	46	51	48,5
S4	52	56	54
S5	42	51	46,5
S6	45	51	48
S7	42	67	54,5
S8	58	72	65
S9	42	51	46,5
S10	42	51	46,5
S11	42	50	46
S12	42	51	46,5
S13	42	51	46,5
S14	47	51	49
S15	42	51	46,5
S16	69	72	70,5
S17	58	72	65

S18	42	77	59,5
S19	50	72	61
S20	42	67	54,5
S21	42	51	46,5
S22	48	67	57,5
S23	36	51	43,5
S24	42	67	54,5
Total = 24	1116	1410	1263
Mean	46.5	58.75	52.6

According to the table above, the researcher found that the total score was evaluated by rater 1 is 1116, and the mean score is 46,5, meanwhile the total score which was evaluated by rater 2 is 1410, and the mean is 58,75. Both of the raters evaluated the scores on the same procedure. By summing up the score from rater 1 and rater 2 and then it is divided 2, the researcher find the total score is 1263 and the mean score is 52,6.



**Table IV.3**

**The Distribution of Frequency of students' pre  
test score in control class**

Score	Frequency	Minimum Standard Score
43,5	1	Not Pass
46	1	Not Pass
46,5	7	Not Pass
48	1	Not Pass
48,5	1	Not Pass
49	1	Not Pass
50	1	Not Pass
54	1	Not Pass
54,5	3	Not Pass
56,5	1	Not Pass
57,5	1	Not Pass
59,5	1	Not Pass
61	1	Not Pass
65	2	Pass
70,5	1	Pass
Total	24	

Referring to the table above that shows the lowest score of pre test in control class is 43,5 and the highest score is 70,5. The modus of the score is 46,7 which is got by seven students of each score. From all of the students, there are three students only passed in the minimum standard score.

## 2) Experimental Class

The table below tells us about the result of pre test which is given to the experimental class. There was no new strategy that the researcher did, only the same strategy as what the teacher had done.

**Table IV. 4**

**The students' pre test score in Experimental class**

Student	Rater I	Rater II	Final Score
S1	91	91	91
S2	44	53	48,5
S3	52	59	55,5
S4	57	65	61
S5	44	51	47,5
S6	42	46	44
S7	42	51	46,5
S8	42	51	46,5
S9	51	62	56,5
S10	42	53	47,5
S11	42	53	47,5
S12	44	55	49,5
S13	42	46	44
S14	42	46	44
S15	48	57	52,5
S16	48	57	52,5
S17	43	51	47
S18	54	65	59,5
S19	48	58	53
S20	52	60	56
S21	56	65	60,5
S22	47	56	51,5
S23	56	64	60
<b>N = 23</b>	<b>1129</b>	<b>1315</b>	<b>1222</b>

<b>Mean</b>	<b>49,1</b>	<b>57,2</b>	<b>53,1</b>
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After looking the result of the data available in the table, the total score which was evaluated by rater 1 is 1129 and the mean score is 49,1. Meanwhile, the total score which was evaluated by rater 2 is 1315 and the mean score is 57,2. After summing up the score from rater 1 and rater 2 and then it was divided 2, the researcher found the total score was 1222 and the mean score was 53,1.

**Table IV. 5**

**The Distribution of frequency of students' pre test score in experimental score**

<b>Score</b>	<b>Frequency</b>	<b>Minimum Standard Score</b>
44	3	Not Pass
46,5	2	Not Pass
47	1	Not Pass
47,5	3	Not Pass
48,5	1	Not Pass
49,5	1	Not Pass
51,5	1	Not Pass
52,5	2	Not Pass
53	1	Not Pass
55,5	1	Not Pass
56	1	Not Pass
56,5	1	Not Pass
59,5	1	Not Pass
60	1	Not Pass
60,5	1	Not Pass
61	1	Not Pass

91	1	Pass
<b>Total</b>	<b>23</b>	

Looking at the table above, the researcher can conclude that the lowest score of pre experimental test in experimental class is 44 and the highest score is 91. The modus of its score is 44 and 47,5 and there are three students for each score. Over all the score, there are one student that can pass to the minimum standard score (65), and the student got score 91.

### 3) The difference of pre test score between the control and experimental classes

To clarify the data, the researcher compared the students' writing ability score for both of the classes (experimental and control classes) in the table below:

**Table IV. 6**

**The students' pre test score of the Experimental and Control class**

No	Student	Control Class				Experimental Class			
		Score	Range Score	Frequency	Minimum Standard Score	Score	Range Score	Frequency	Minimum Standard Score
1	S1	50	43,5	1	Not Pass	91	44	3	Not Pass
2	S2	56,5	46	1	Not Pass	48,5	46,5	2	Not Pass
3	S3	48,5	46,5	7	Not Pass	55,5	47	1	Not Pass
4	S4	54	48	1	Not Pass	61	47,5	3	Not Pass
5	S5	46,5	48,5	1	Not Pass	47,5	48,5	1	Not Pass

6	S6	48	49	1	Not Pass	44	49,5	1	Not Pass
7	S7	54,5	50	1	Not Pass	46,5	51,5	1	Not Pass
8	S8	65	54	1	Not Pass	46,5	52,5	2	Not Pass
9	S9	46,5	54,5	3	Not Pass	56,5	53	1	Not Pass
10	S10	46,5	56,5	1	Not Pass	47,5	55,5	1	Not Pass
11	S11	46	57,5	1	Not Pass	47,5	56	1	Not Pass
12	S12	46,5	59,5	1	Not Pass	49,5	56,5	1	Not Pass
13	S13	46,5	61	1	Not Pass	44	59,5	1	Not Pass
14	S14	49	65	2	Pass	44	60	1	Not Pass
15	S15	46,5	70,5	1	Pass	52,5	60,5	1	Not Pass
16	S16	70,5				52,5	61	1	Not Pass
17	S17	65				47	91	1	Pass
18	S18	59,5				59,5			
19	S19	61				53			
20	S20	54,5				56			
21	S21	46,5				60,5			
22	S22	57,5				51,5			
23	S23	43,5				60			
24	S24	54,5							
<b>Total</b>		<b>1263</b>		<b>24</b>		<b>1222</b>		<b>23</b>	
<b>Mean</b>		<b>52,6</b>				<b>53,1</b>			

The table shows the comparison between students' score in writing an expository paragraph in experimental and control class. The result of the score is conducted by the pre test and the forms of the test for both of the class are same. The total score of control class is 1263 and the mean score is 52,6. Meanwhile the total score of experimental class is 1222 and the mean is 53,1. In this case, the students

writing expository paragraph ability in both class are relatively similar and both class are homogeneous.

In addition, the table also shows that the lowest score of the pre test in control class is 43,5 and the highest score is 70,5. The modus of its score is 46,5 which is obtained by 7 students and there are only three students that can pass the standard minimum score. Meanwhile, the lowest score of the pre test in the experimental class is 44 and the highest score is 91. The modues of its score are 44 and 47,5 and there are three students that got those score. Even, only one person can pass the standard minimum score.

#### **b. The students' writing Score in the post test**

Students ' writing paragraph ability in control and experimental class can be seen through the explanation below. The data were analyzed to answer the formulation of the research and to prove the hypothesis of this reseach.

##### **1) Control Class**

The students' writing expository paragraph score of control class on the post test can be seen through the table below:

**Table IV. 7**  
**The students' post test score in control class**

<b>Student</b>	<b>Rater I</b>	<b>Rater II</b>	<b>Final Score</b>
S1	57	63	60
S2	56	69	62,5
S3	67	70	68,5
S4	65	69	67
S5	65	67	66
S6	62	67	64,5
S7	62	65	63,5
S8	70	75	72,5
S9	65	68	66,5
S10	60	64	62
S11	58	60	59
S12	58	60	59
S13	55	63	59
S14	63	67	65
S15	64	67	65,5
S16	70	78	74
S17	73	78	75,5
S18	72	78	75
S19	60	65	62,5
S20	57	60	58,5
S21	63	67	65
S22	60	67	63,5
S23	70	75	72,5
S24	62	67	64,5
<b>N = 24</b>	<b>1514</b>	<b>1629</b>	<b>1571,5</b>
<b>Mean</b>	<b>63,1</b>	<b>67,9</b>	<b>65,5</b>

Based on the data on the table above, the writer has found that the total score which is evaluated by rater 1 is 1514, and the mean of

score is 63,1. Meanwhile, the total score which is evaluated by rater II is 1629, and the mean of the score is 67,9. At the same time, after summing up the score from rater I and rater II and then it is divided 2, the researcher finds the total score, it is 1571,5 and the mean is 65,5.

## 2) Experimental Class

The students' writing paragraph score after they were given treatment can be seen through the following table.

**Table IV. 8**  
**The Students' Post score in Experimental Class**

Student	Rater I	Rater II	Final Score
S1	91	97	94
S2	59	73	66
S3	70	73	71,5
S4	80	82	81
S5	82	85	83,5
S6	58	60	59
S7	68	70	69
S8	74	78	76
S9	74	78	76
S10	79	85	82
S11	57	60	58,5
S12	65	68	66,5
S13	59	63	61
S14	69	67	68



S15	78	80	79
S16	65	67	66
S17	65	67	66
S18	79	82	80,5
S19	70	75	72,5
S20	70	75	72,5
S21	78	80	79
S22	79	84	81,5
S23	77	80	78,5
<b>N = 23</b>	<b>1646</b>	<b>1729</b>	<b>1687,5</b>
<b>Mean</b>	<b>71,6</b>	<b>75,1</b>	<b>73,4</b>

By looking the detailed data on the table above, the researcher finds that the total score which is evaluated by rater 1 is 1646 and the mean is 71,6. Meanwhile, the total score which is evaluated by rater II is 1729 and the mean is 75,1. After summing up both of the score and then it is divided 2, the researcher finds the total score which is got in the experimental score on the post test is 1687,5 and the mean is 73,4.

### **C. The Data Analysis**

The data analysis is presented by the statistical result which is followed by discussion about The Effectiveness of Using Learning Logs Strategy towards Students' Ability in writing an Expository Paragraph at First Year of SMA N 1 Selatpanjang, Meranti Regency. It also answers the formulations of the problem as follows:

1. How is the students' ability after being taught by using conventional strategy in writing an expository paragraph?
2. How is the students' ability after being taught by using Learning Logs Strategy in writing an expository paragraph?
3. Is there any significant difference ability of the students in writing an expository paragraph between the students who are taught by using Learnign Logs Strategy and those who are taught without Learning Logs Strategy?

The researcher analyzed the data of the post test from both of the classes manually and used the following statistical formula to get the mean score (M) and Standard Deviation (SD) of students' score.

1. Mean score formula:

$$My = \frac{\sum fy}{N} \text{ For control class}$$

$$Mx = \frac{\sum fx}{N} \quad \text{For Experimental Class}$$

2. Standard Deviation formula:

$$SDy = \sqrt{\frac{\sum fy^2}{N} - \left(\frac{\sum fy}{N}\right)^2} \quad \text{for control class}$$

$$SDx = \sqrt{\frac{\sum fx^2}{N} - \left(\frac{\sum fx}{N}\right)^2} \quad \text{for experimental class}$$

Then, the mean score and standard deviation were analyzed by using t-test formula as follows:

$$t_o = \frac{Mx - My}{\sqrt{\left(\frac{SDx}{\sqrt{N-1}}\right)^2 - \left(\frac{SDy}{\sqrt{N-1}}\right)^2}}$$

### 1. Data analysis of the students' ability in writing an expository paragraph which is taught without Learning Logs strategy

The description of the students' writing ability in the post test of the control class can be seen in the following tables:

**Table IV. 9**

**The Calculation Table of students' post test score in control class**

Score (y)	Frequency (f)	Fy	fy <sup>2</sup>	Minimum Standard Score
58,5	1	58,5	3422,25	Not Pass
59	3	177	10443	Not Pass
60	1	60	3600	Not Pass
62	1	62	3844	Not Pass
62,5	2	125	7812,5	Not Pass
63,5	2	127	8064,5	Not Pass
64,5	2	129	8320,5	Not Pass
65	2	130	8450	Pass
65,5	1	65,5	4290,25	Pass
66	1	66	4356	Pass
66,5	1	66,5	4422,25	Pass
67	1	67	4489	Pass
68,5	1	68,5	4692,25	Pass
72,5	2	145	10512,5	Pass
74	1	74	5476	Pass
75	1	75	5625	Pass
75,5	1	75,5	5700,25	Pass
<b>Total</b>	<b>24</b>	<b>fy = 1571,5</b>	<b>fy<sup>2</sup> = 103520,25</b>	

Based on the obtained data, the researcher can find that:

a.  $My = \frac{\sum fy}{N}$  Mean score of control class

$$= \frac{1571,5}{24}$$

$$= 65,5$$

b. Standard Deviation of Control class

$$SDy = \sqrt{\frac{\sum fy^2}{N} - \left(\frac{\sum fy}{N}\right)^2}$$
$$= \sqrt{\frac{103520,25}{24} - \frac{1571,5^2}{24}}$$

$$= \sqrt{4313,3 - 65,5^2}$$

$$= \sqrt{4313,3 - 4290,25}$$

$$= \sqrt{23,05}$$

$$SDy = 4,8$$

The table and data analysis show that the researcher has found the maximum score which is got by control class on

the post test is 75,5 for one student and the lowest score is 58,5 for one student. In conclusion, there were only twelve students that passed the minimum standard score (65), and twelve students that did not pass. In addition, the mean score is 65,5, and Standard Deviation is 4,8.

## 2. Data analysis of the Students' ability in writing an expository paragraph which is taught by using Learning Logs Strategy

The description of the students' writing ability in post test of the experimental class can be seen through the following tables:

**Table IV.10**

**The calculation table of students' post test score in Experimental Class**

Score (x)	Frequency (f)	$Fx$	$fx^2$	Minimum Standard Score
58,5	1	58,5	3422,25	Not Pass
59	1	59	3481	Not Pass
61	1	61	3721	Not Pass
66	3	198	13068	Pass
66,5	1	66,5	4422,25	Pass
68	1	68	4624	Pass
69	1	69	4761	Pass
71,5	1	71,5	5112,25	Pass
72,5	2	145	10512,5	Pass
76	2	152	11552	Pass
78,5	1	78,5	6162,25	Pass
79	2	158	12482	Pass
80,5	1	80,5	6480,25	Pass
81	1	81	6561	Pass
81,5	1	81,5	6642,25	Pass
82	1	82	6724	Pass
83,5	1	83,5	6972,25	Pass

94	1	94	8836	Pass
<b>Total</b>	<b>N = 23</b>	<b><math>\sum fx = 1687,5</math></b>	<b><math>\sum fx^2 = 125536,25</math></b>	

Based on the table above, the researcher can find that:

- a. Mean Score of Experimental Class is

$$Mx = \frac{\sum fx}{N}$$

$$= \frac{1687,5}{23} = 73,4$$

- b. Standard Deviation of Experimental Class

$$SDx = \sqrt{\frac{\sum fx^2}{N} - \left(\frac{\sum fx}{N}\right)^2}$$

$$= \sqrt{\frac{125536,25}{23} - \left(\frac{1687,5}{23}\right)^2}$$

$$= \sqrt{5458 - (73,4)^2}$$

$$= \sqrt{70,4} = \sqrt{5458 - 5387,6}$$

$$= 8,4$$

The table and data analysis show that the researcher has found the maximum score which is obtained by control class on the post test is 94 for one student and the lowest score is 58,5 for one student. In conclusion, there were twenty students that pass the minimum standard score (65), and

three students that did not pass. In addition, the mean score is 73,4 and Standard Deviation is 8,4.

### 3. The difference ability of students in writing an expository paragraph which were taught by using Learning Logs Strategy and which were taught without Learning Logs Strategy

Based on the data calculation above, the mean of the score which was obtained by the experimental class was 71,2 and standard deviation was 9,44. Meanwhile the mean of the score which was obtained by the control class was 57,5, and Standard Deviation was 8,31. On the next step was mean and Standard Deviation for both of the scores above were analyzed by using t-test formula as follows:

$$\begin{aligned}
 t_o &= \frac{Mx - My}{\sqrt{\left(\frac{SDx}{\sqrt{N-1}}\right)^2 - \left(\frac{SDy}{\sqrt{N-1}}\right)^2}} \\
 &= \frac{73,4 - 65,5}{\sqrt{\left(\frac{8,4}{\sqrt{23-1}}\right)^2 - \left(\frac{4,8}{\sqrt{24-1}}\right)^2}} \\
 &= \frac{73,4 - 65,5}{\sqrt{\left(\frac{8,4}{4,7}\right)^2 - \left(\frac{4,8}{4,8}\right)^2}} \\
 &= \frac{7,9}{\sqrt{(1,8)^2 - (1)^2}}
 \end{aligned}$$

$$= \frac{7,9}{\sqrt{32,4 - 1}}$$

$$= \frac{7,9}{\sqrt{2,24}}$$

$$= \frac{7,9}{1,5}$$

$$= 5,26$$

The final of this research was testing hypothesis. From the calculation of the data above, it can be seen that  $t_o$  was 5,26. The  $t_o$  was compared by getting degree of freedom (df). Degree of freedom can be found by using formula below:

$$\begin{aligned} df &= (N1 + N2) - 2 \\ &= (23 + 24) - 2 \\ &= (47) - 2 \\ &= 45 \end{aligned}$$

The degree of freedom is 45. After looking at t-table, the degree of freedom 45 in significant 5% and 1 % are 2,02 and 2,69.

By comparing the degree of freedom above, it can be concluded that  $2,02 < 5,26 > 2,69$ . It means that  $t$  observed is higher than  $t$  table in significant 5% and 1%. So, there is a significant difference ability in writing an expository paragraph which is taught by using Learning Logs Strategy.





## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

#### **A. Conclusion**

Based on the data analysis which is explained at the chapter IV, finally the researcher made conclusion of the research about the effectiveness of using Learning Logs Strategy towards Students' Ability in writing an Expository Paragraph at The First Year of SMA N 1 Selatpanjang, Meranti Regency as follows:

1. The students' ability in writing expository paragraph which was taught by using conventional strategy was lower than the students' ability in writing an expository paragraph by using Learning Logs Strategy. It was proven from the mean score and the total number of students who passed the minimum standard score. The mean score was 65,5 and the students who passed the minimum standard score was only twelve students from 24 students in control class.
2. The students' ability in writing expository paragraph which was taught by using Learning Logs Strategy was higher than the students' ability in writing an expository paragraph which was taught by using conventional strategy. It was proven from the mean score and the total number of students who passed the

minimum standard score. The mean score was 73,4 and the students who passed the minimum standard score was twenty students from 23 students.

3. The hypothesis  $H_0$  was rejected and  $H_a$  was accepted. It means that there is a significant difference ability of students in writing an expository paragraph which was taught by using Learning Logs Strategy. It can be seen through the result of the data calculation. The  $t_o$  was 5,26, the researcher found that  $2,02 < 5,26 > 2,69$ . It indicated that  $t_o$  was higher than  $t_{table}$  in significant 5% and 1%.

## **B. Suggestion**

Dealing with the conclusion of this research, the researcher would like to give some suggestions.

The teacher can use Learning Logs Strategy as one of the strategies in teaching English Writing because it gives significant difference of the students' writing ability in expository paragraph. Therefore, teacher should know how to teach writing by using Learning Logs Strategy. Besides, teacher also should use many ways to encourage students in writing paragraph ability such as:

1. Teacher makes writing become fun and not a boring thing.

2. Teacher should use the media that can support Learning Process in the classroom such as In focus screen.
3. Teacher should be creative and have many resources in teaching expository writing.

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